

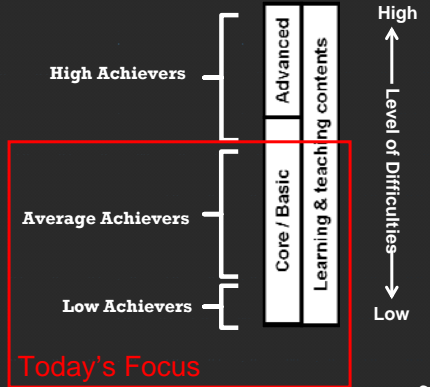
Seminar Series for Middle Managers:  
Catering for Learner Diversity under  
the New Academic Structure  
(Part 2: History)  
多元化學與教課堂活動

Diversified learning and  
teaching activities in  
classrooms

戴健暉  
Tai Kin Fai  
Cheung Sha Wan  
Catholic Secondary  
School

學生的學習差異  
Learner Diversity

Types of Learners  
(according to ability)



Characteristics of  
Low Achievers

Give Them  
Directions

“Two Low, One No”

- ~ Low Motivation
- ~ Low Confidence

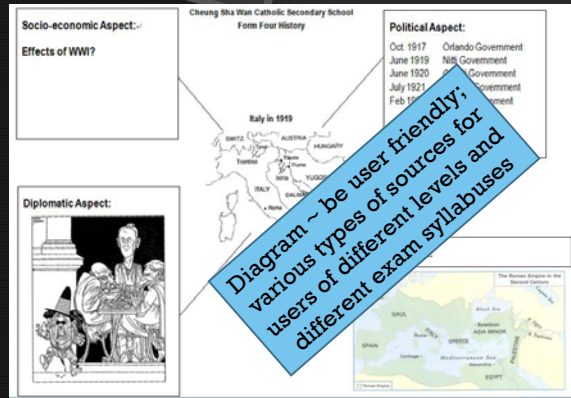
“I think the drive to learn is  
innate.”

Quoted from <http://www.inspirationbit.com/why-do-we-learn-and-what/>

Get Them  
Moved

~ Lucy

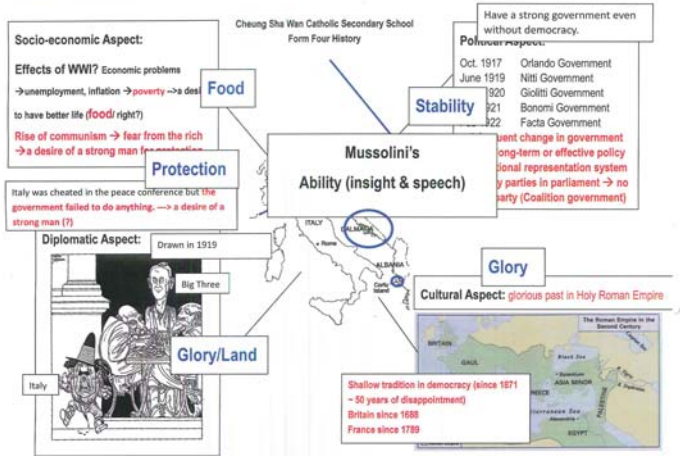
Get Them Moved in Class :  
All to have a certain degree of participation



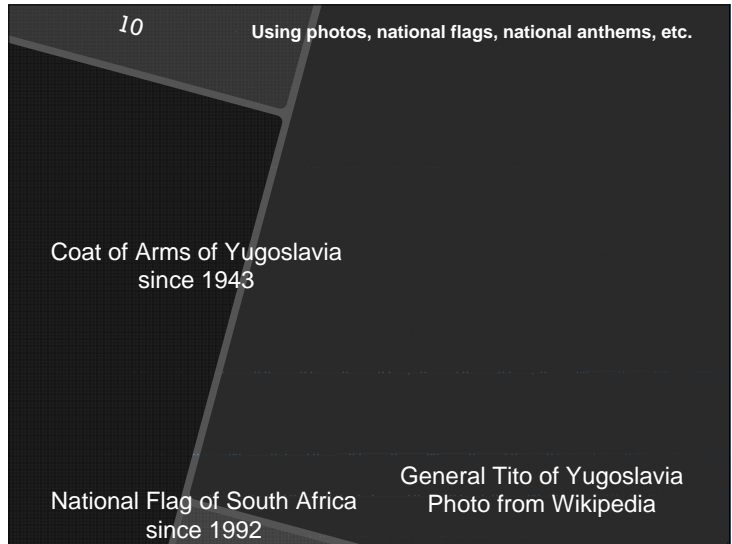
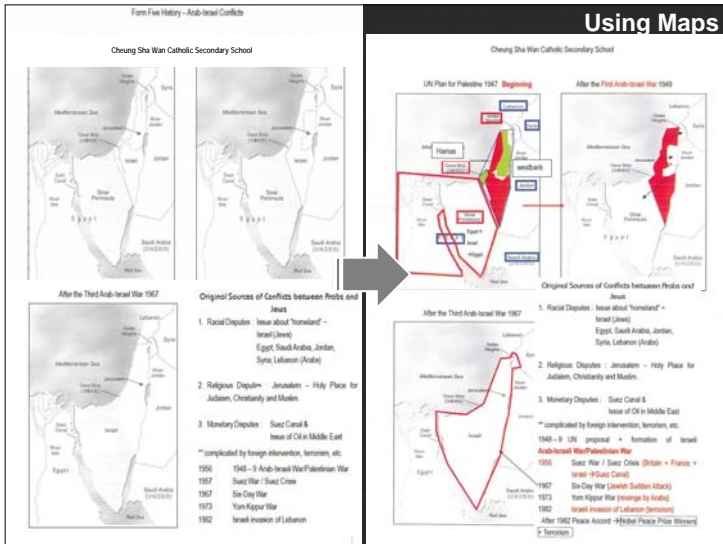
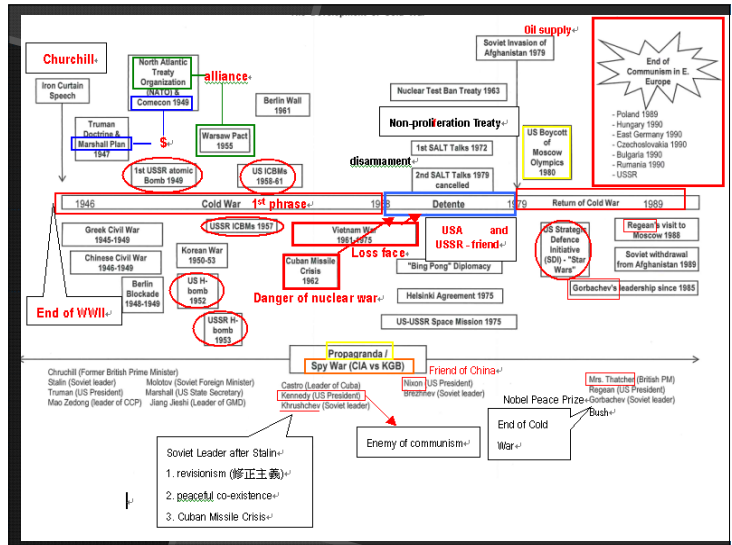
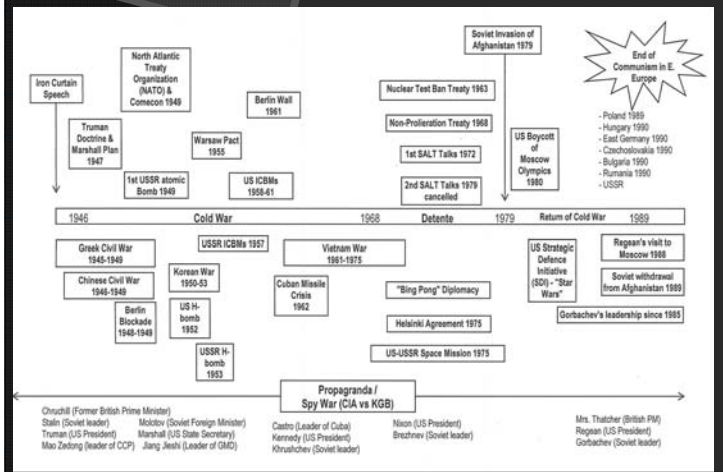
Classroom practice



After Lesson



# 7 Another example ~ Cold War



**11 Using video**

To get them Moved

Apartheid - The real story

Source: <http://www.youtube.com/watch?v=ZwgAPIXObA4>

**12 Using RTHK programme**

To get them Moved

Audio from RTHK Radio Online (January 10, 2010)  
Map from [http://en.wikipedia.org/wiki/File:Gaza\\_Strip\\_map2.svg](http://en.wikipedia.org/wiki/File:Gaza_Strip_map2.svg)

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To get them Moved  
Using newspaper  
clippings

From Headline Daily on May 9, 2008

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To Get Them Moved  
To Give Them Directions

Advantages of using different  
modes of learning and  
teaching

- Enhance participation
- Provide stimulus for learning
- Give reasons for learning (Related to daily life? Helping to understand the current world?)

Sustainability?

Directions

Efforts must be reflected ..., but **HOW?**

- Clear learning objectives
- ✓ On knowledge level ~ Curriculum Guide
- ✓ On skills level ~ strategic development of exam skills
- Clear assessment criteria
- ✓ Marking Criteria to students

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## 參考課程綱要

<p>1. 日本</p> <ul style="list-style-type: none"> <li>• 日本在二十世紀初的現代化</li> <li>• 二十世紀初政治、社會、經濟、文化的概況</li> <li>• 軍國主義的興起及影響</li> <li>• 二次大戰後的重建與增長</li> </ul>	<p>學生須能透過日本在二十世紀初的政治、社會、經濟及文化的概況，評估當時日本現代化的程度，分析這些背景如何導致軍國主義的興起，並評價軍國主義對日本及亞洲的影響。</p>
<p>2. 東南亞—從殖民地到獨立</p> <ul style="list-style-type: none"> <li>• 西方殖民主義的影響</li> <li>• 非殖民地化的起因及獨立運動</li> <li>• 後殖民地時代的發展：東南亞國家聯盟的演變</li> </ul>	<p>學生須追溯及解釋在第二次世界大戰後日本經濟的恢復和增長及其政治及社會發展，並舉例說明日本與其他亞洲國家在政治、經濟與文化關係方面的轉變與延續。</p> <p>學生須描述東南亞在二十世紀上半葉的概況，特別是西方對該地區進行殖民擴張的影響。他們須分析導致東南亞國家非殖民地化的因素，並探討獨立運動的主要模式，並探討後殖民地時代發展的主要特點。學生須以東南亞國家聯盟的發展為例，說明地區性合作的趨勢，進一步找出其與全球性合作趨勢的關係。</p>

獨立運動的主要模式

Source : [http://www.edb.gov.hk/FileManager/TC/Content\\_3241/hist\\_c.pdf](http://www.edb.gov.hk/FileManager/TC/Content_3241/hist_c.pdf)

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## HKDSE History

- Strategic Development of Examination Skills

Year (term)	Examination Skills	
	DBQ	Essay
F.4 (1 <sup>st</sup> term)	<ul style="list-style-type: none"> <li>➢ View &amp; attitude</li> <li>➢ Usefulness and limitation</li> </ul>	<ul style="list-style-type: none"> <li>➢ To what extent/ How far</li> </ul>
F.4 (2 <sup>nd</sup> term)	<ul style="list-style-type: none"> <li>➢ detect biases</li> <li>➢ adequately reflect</li> </ul>	<ul style="list-style-type: none"> <li>➢ Trace and Explain</li> </ul>
F.5 (1 <sup>st</sup> term)	<ul style="list-style-type: none"> <li>➢ Do you think</li> <li>➢ If you were</li> </ul>	<ul style="list-style-type: none"> <li>➢ Roles</li> </ul>
F.5 (2 <sup>nd</sup> term)	TBC	<ul style="list-style-type: none"> <li>➢ Compare</li> <li>➢ Do you agree</li> </ul>
F.6	TBC	

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## Clear Marking Guidelines and Criteria

-showing clear requirement for different levels

Cheung Sha Wan Catholic Secondary School  
Final Examination 2009 / 10

**MARKING GUIDELINES**

\* Paper 1

1. a) **Change in Hong Kong economy** [1+3 marks]

change:

e.g. from industrial city to diversification; from secondary production to tertiary production

L1 Able to cite relevant clues without due explanation (max. 1)

L2 Able to cite relevant clues with due explanation (max. 3)

Clues:

e.g. percentage of manufacturing industries (secondary production) dropped from 39.9% to 17.7% during the period, while service sector (tertiary production) rose from 40.6% to 81.6%.

b) **Adequacy of Source B to explain the change in (a)** [7 marks]

L1 Merely refer to the Sources or using own knowledge (max. 4)

L2 Refer to both the Source and using own knowledge; clearly state the viewpoint (max. 7)

Source:

e.g. - The rise of educated middle class (Source B) led to a rise in demand for provision of better services (Source A).

- With more and more HK people educated (Source B), they became less willing to work in factory but engage in service industries (Source A)

Was the 1911 Revolution a turning point in Chinese history?  
Explain your answer.

Criteria	Max Grade to be awarded	Mark
- Coherent presentation with reasonable and balanced discussion of the periods before and after the 1911 Revolution, with effective explanation how the Revolution had produced profound changes to China.	A-	27-30
- Show good understanding of the question; able to explain how the Revolution had produced profound changes to China, but marred by lapses in the period before or after that.	B+	24-26

**A turning point?**

There were some changes in government system, society and people's degree of freedom. Yet, these changes were mainly superficial and no real changes were introduced. Therefore, situations before and after revolution were more or less the same. That's why it is hard to say the 1911 Revolution was a turning point.

Peer Learning?

- Discuss the periods before and after the Revolution, with lapses in the period before or after that. Historical examples are generally relevant, but contain vagueness.	B-	19-23
- Conscious to show what changes occurred after the Revolution, but without any attempts to relate such changes to the Revolution; little attempts to compare the periods before and after the Revolution.	E-	15-17
- A general account of the Revolution, with occasional causal remarks on its impacts.	E/F - F-	13-14
- A general account of the Revolution or historical developments.	F-	7-12

Thank You

多元化學與教課堂活動  
Diversified learning and teaching  
activities in classrooms